Adding Professional Value to Global Education

How to guide international and study abroad students through perceiving their global education experience in professional terms

Introductions

Jordan Rollins

     University of Georgia

     jordanrollins@uga.edu

Linnea Tighe

     University of Georgia

     ltighe@uga.edu

Professional Experience Opportunities for International Students - Academic

Curricular Practical Training (CPT)
- Internships
    - Part of the student learning experience
    - Provides work exposure
    - Urge to pursue through program of study

Departmental Research Teams
- Build relationships while gaining knowledge and experience

Professional Experience Opportunities for International Students - Academic

Professional Societies and Conferences
- Present
- Meet people and learn practitioner's perspective
- Learn the language and most important skills used on a daily basis
    - These insights help identify skills to develop during academic study, internships, etc.

Coursework
- Think like a professional and create significant products

Professional Experience Opportunities for International Students - Non Academic

Student Organizations

- Leadership positions show professionalism
- Being involved adds human element: interests, passions, personal growth

Peer Liaison

- Teaching, mentoring, learning experience
- Interpersonal communication skills

Professional Experience Opportunities for International Students - Non Academic

On Campus Jobs
- Eligible to work part-time on campus and full-time during breaks

Volunteer Work On Campus
- Diversifies resume
- Exemplifies commitment to community
- Letter of rec from supervisor establishes professional credibility

General Suggestions

- Keep job descriptions and course syllabi
- Write reflectively about experiences
- Showing that you are intentional with your time is key
- Want to appear as a whole person
- Articulate experience as something more than just academic tourism

Transferable Skills

- Language Skills
- Cultural and Cross Cultural Awareness
- Global Skills
- Networking
- Leadership, Team Building, and Collaboration
- Problem Solving
- Flexibility and Adaptability

Partnering with Career Services to Reach International Students

Career Assessments
- Assess interests, personality, values, and skills
- Explore and analyze occupational paths

International Career Resources
- Professional etiquette and how to "dress" experiences for applications

Programming
- Intern for a day
- Critiques and workshops on resumes and personal statements
- Mock interviews

Current resume notation of Abroad Experience:

EDUCATION
The University of Georgia, Honors Program   Athens, GA
Bachelor of Arts in Political Science, School of Public & International Affairs   Graduation: May 2011
Bachelor of Arts in Spanish, Franklin College of Arts & Sciences
GPA: 3.73/4.00

Certificate in Personal and Organizational Leadership
Participant in highly selective, individualized 2-year leadership development program including academic courses, personal
assessments, externships, team building, and community service

Study Abroad: Oxford University, Oxford, England   Summer 2009
Earned 6 credit hours while experiencing European culture

INTERNSHIP EXPERIENCE
Benton, Getchell & Grayson, LLC: *Law Intern*, Macon, GA   August 2010-Present
• Employed with workers' compensation and general liability law firm representing employers and insurers.
• Draft motions and briefs for numerous cases and participate in depositions, mediations and trial preparation.
• Maintain updated correspondence with clients, opposing counsel and physicians regarding pertinent case information.

Taking it to the next level:

STUDY ABROAD EXPERIENCE

UGA at Oxford: Oxford, England   May 2017 – August 2017

- Earned 6 credit hours with high marks in an unfamiliar education system
- Collaborated well with my team while working on group projects through the use of technology such as Google Doc, GroupMe, and Google Slides.
- Overcame concern on presentation in which I was responsible for presenting the majority of a large group project by rehearsing several times, dressing well, and displaying as much confidence as possible.
- Communicated effectively in my common law tutorial by drawing on knowledge from previous law classes which enabled me to improve my contributions in tutorial.
- Managed a final exam, project, and a paper due all in one week. In order to prioritize I did the things that took the most time first, and focused on the paper and project because a higher quality of work was expected.
- Navigated new information concerning the logistical functions of program (i.e. high table dinner procedures and logging travel) and academic information on good writing. For my international conflict class, the professor held an optional class so we could talk about how to write good papers as he was trained at the Chicago Writing school. I then would then employ this information into my daily life and in my papers.

How do we get there?

Putting it on Paper

Putting it on Paper

Top 5 skills employers say they seek:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems (tie)
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information

-   *National Association of Colleges and Employers (NACE)*

Putting it on Paper

Assessment Design

- Pre and Post Assessment
- 2 questions per skill
- Rate yourself on a scale of 1 - 10 (one being the lowest, 10 being the highest)
- Association of American Colleges and Universities Value Rubrics
  - https://www.aacu.org/value-rubrics
  - Value Rubrics on: teamwork, problem-solving, communication, inquiry and analysis, & more
  - Use "Capstone" behaviors when designing questions

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Putting it on Paper

Skill: teamwork

Capstone behavior: "supports a constructive team climate by doing all of the following:

- Treats team members respectfully by being polite and constructive in communications"

Assessment question: When interacting with others on a group project or in a group setting, please rate your ability of treating members of your group respectfully by being polite and constructive in communication.

Putting it on Paper

Pre Assessment

- Please rate your ability to provide assistance and encouragement to others when working in a team setting
- When interacting with others on a group project or in a group setting, please rate your ability of treating members of your group respectfully by being polite and constructive in communication.
- Please rate your ability to manage or solve *academic* challenges
- Please rate your ability to manage or solve *personal* challenges
- Please rate your ability to communicate with people from different backgrounds and/or beliefs
- Please rate your ability to clearly and concisely present new ideas to others
- Please rate your ability to manage various assignments and meet those assignments' deadlines
- Please rate your ability to effectively prioritize your work when given multiple projects at one time
- Please rate your ability to acquire and process new information.
- Please rate your ability to understand new information and to communicate it to others:

Putting it on Paper

Post Assessment

- Crafting questions to encourage reflection (it's all about perception)

    - When interacting with others on a group project or in a group setting, please rate your ability of treating members of your group respectfully by being polite and constructive in communication.
        - Was there a time during your Oxford experience you worked on a team or in a group for a project, task, etc: *(examples may be from living in the House, your Tutoring Partnership, with other members of your UGA group)*
            - No: move on to the next question.
            - Yes: In one to two sentences describe how you worked effectively in this team setting. (answer box)
    - Please rate your ability to manage or solve *personal* challenges
        - Was there a time during your Oxford experience that you were faced with a unique academic and/or personal challenge or issue? *(examples may be navigating a new education system, having to strategize accomplishing new assignments, unfamiliarity with a new country, travel problems, etc)*
            - No - move on to next question
            - Yes: In one to two sentences describe how you solved the most significant problem you faced: (answer box)

Putting it on Paper

- Was there a time during your Oxford experience you worked on a team or in a group for a project, task, etc? Yes: In one to two sentences describe how you worked effectively in this team setting
  - *"While working on a group project for Dr. Huber's class we were able to work effectively through the use of technology such as Google Doc, GroupMe, and Google Slides."*
- Was there a time during your Oxford experience that you were faced with a unique academic and/or personal challenge or issue? Yes: In one to two sentences describe how you solved the most significant problem you faced:
  - *"I was tasked with presenting the majority of a large group project, which I was uncomfortable with doing. I gave a good presentation by rehearsing several times, dressing well, and displaying as much confidence as possible"*
- Was there a time during your Oxford experience where you faced multiple deadlines, projects, and/or tasks at one time? Yes: in one to two sentences describe strategies you used to be successful in prioritizing and/or organizing your work:
  - *" Upon completing my daily seminar, I would review content and create a task sheet to facilitate my uncertain tutorial obligations."*

Putting it on Paper

Resume formula using assessment results:

Action Verb (see list below) + hirable skill (see output scores) + personal experience (one to two sentences)

Working in a team action verbs:
Adapt Advise Advocate Aid Answer Anticipate Arrange Assess Assist Clarify Coach Collaborate Contribute Cooperate Counsel Deliver Demonstrate Diagnose Educate Enable Encourage Enlist Ensure Evaluate Expedite Facilitate Familiarize Foster Guide Handle Moderate Observe Orient Predict Prescribe Protect Prevent Provide Reconcile Rectify Refer Rehabilitate Represent Resolve Serve Simplify Supply Support Volunteer

Problem Solving action Verbs:
Accumulate Acquire Address Analyze Brainstorm Calculate Chart Clarify Collaborate Collect Compare Conduct Diagnose Design Detect Determine Discover Disprove Evaluate Examine Extract Formulate Gather Hypothesize Identify Interpret Interview Investigate Modify Organize Reduce Remedy Research Revamp Review Revitalized Revive Solve Study Summarize Survey Troubleshoot

Courtesy of UGA Career Center

Putting it on Paper

Pre-assessment given in hard copy format at program orientation

Emailed electronic post assessment to all summer program alumni

Providing results/meeting one on one with your students

- Timing: before graduation, before grad-school apps due
- Save results for future

Use responses to improve program

Formula given to students:

Action Verb (see handout)

+

hirable skill (work in a team structure, problem-solving, communication, prioritization, processing of new information)

+

personal experience (one to two sentences)

don't forget to include HOW you were successful (strategies you used)

1. Expectations (pre-departure)

2. Implementation | Acquisition (abroad)

3. Articulation | Application
   (upon return, further afield)

References

- Adams, S. (2015, February 18). The 10 Skills Employers Most Want In 2015 Graduates. Retrieved September 18, 2017, from https://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#22b487112511
- M. (2017, June 29). Teamwork VALUE Rubric. Retrieved September 18, 2017, from https://www.aacu.org/value/rubrics/teamwork
- Resume Guidelines. (n.d.). Retrieved September 18, 2017, from http://career.uga.edu/resumes/resume_guidelines